Significance of Educative Values of Sport in Forming Personality and Human Socialization (note I)

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Abstract: Philosophically speaking, the man as element of the natural environment has always related to bonding with the environment. This relation materializes in the nature's supremacy over man, of the one hand, and in what man can do with his own body, of the other hand. We can therefore explain why man, in his evolution, needed and still needs philosophy, the way which allowed him to find or formulate answers to what is fundamental for the meaning of life.

Sociological studies which are centred on the human body consist nowadays in an inventory of the fundamental themes which take into consideration: the way the body was represented, the social and physical space occupied by the body, shapes that the body takes; the manner in which it is socially integrated; body restricting methods; effects of the social changes over the body; its sexuality and experiences which the body goes through.

Components of the educative and formative undertaking, physical education and sports meet, through purpose, objectives, finalities and content, the essential needs of life in community and favour group integration by assimilation of some ethical and aesthetical values such as respect of others, of the law (rules, regulations), discipline (self-discipline), beauty of the physical gesture and implicitly of the sports show. Competition in sports represents a confrontation between two or several personalities mainly conducted on the basis of a physical language doubled by a volitional and emotional background. The competition between two or several athletes represents both a superior expression of their physical capacity and an activity which fully involves their personality.

Key words: personality, socialization, capacity, competition, perspectives

1. Introduction

It is a known fact that the connection between the mental and the physic is biunique and of mutual influence. For the problems approached, this very relation is essential, as the social behaviour of all individuals is mostly conditioned by some of their personality features. Certainly, the individual's socialization is also supported, more or less, by sport – by physical activity in general, considering the fact that social contacts, in their totality, participate to achievement of this process. The causes and maybe even the mechanisms which favour such undertaking are of interest (the movement ensures progress of individual features identified as essential for the society or, more precisely, the social characteristics of sport are the one favouring the evolution of socialization of people who practice a branch of or a sport).

The personality represents a synopsis of the psychological and individual particularities which lead to specific manifestations, from person to person. People are different and education plays in this case a special role, as it influences the dynamic forces, the needs and the motivation. The analysis of the education-motivation relation highlights that the reasons are most times assimilated to some internal causes or impulses, of the one hand, and some behaviours of the individual, of the other hand. In addition, the reasons are associated to emotional psychical processes. They confer satisfactions, contentment, confidence, optimism and personal achievements.

The individual's interest in sport activity is supported by meeting certain needs, interests and ideals such as: staying healthy, need for movement, for walks, for exploration and contemplation of the natural environment, safety or prophylaxis in terms of physiological matters, the need to be with other people, to have personal achievements, to be competent, to receive approval and recognition of the others, the need for beauty, for order, for symmetry, the need for self-achievement along with the need for capitalization of one's own potential and a.s.o. The sociological studies offer interesting ideas on how sport activities may influence the social domain as well as aspects regarding individuals' socialization and forming of their personality. The sociologists define sport activities as activities through which people may experiment new behaviours in sensibly different conditions. These activities are often regarded as means

which may prepare successful performance of other future activities.

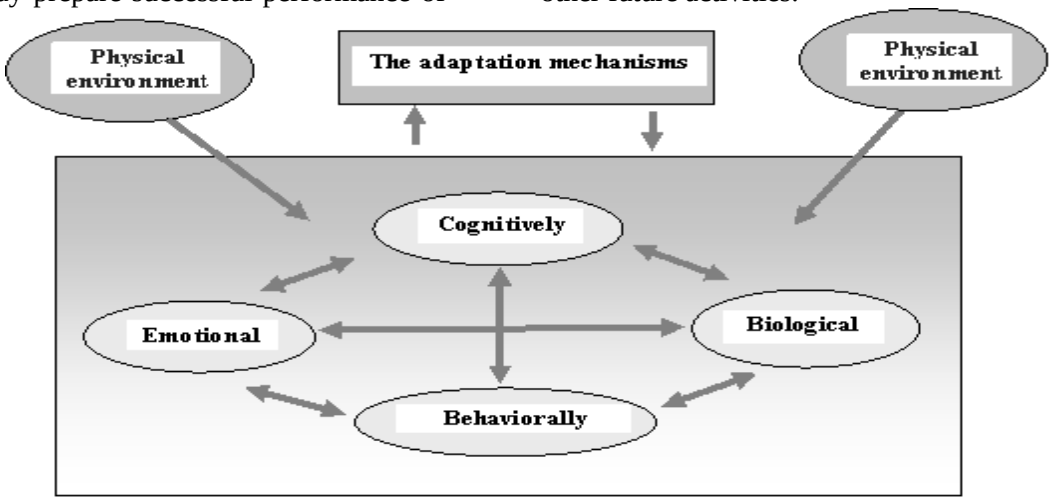

Diagram 1. Relation between environment and emotional, cognitive, biological and behavioural spheres

What seems to be less known and, more importantly, insufficiently substantiated from a scientific, psychological and pedagogical point of view, is the application of the principle of stability and continuity of the human interaction in the diversified environment of the sport activities. The individual becomes aware of the integrator aspect and the ethical valences of the sport activities which trigger new mobilizations in terms of motivation in relation to practice and participation to organizing and performing such activities. These reasons of which range is rather wide may represent the individual's personality, his or her convictions and even passions.

The individual/human subject may be studied and understood cognitively, emotionally, behaviourally and biologically. The personality may therefore be defined as a distinct cognitive, emotional, behavioural and biological pattern of a person which: (a) defines his or her personal style; (b) influences his or her interactions with the environment (diagram 1.).

2. Sport Values

The value represents the dominant norm to which the individual relates in classification of the situations specific to his or her action space which means that it conditions the goal of the person, his or her means to achieve it as well as the strategies to accept the effects triggered by achieving this goal. As a fundamental criterion of socialization, the intrinsic value takes a central place in the structure of the human personality and explicitly orients the sphere of attitudes, judgments and actions of every one of us, because, in a certain way, values manifest themselves in attitudes and attitudes in their turn appear to have instrumental features in relation to values. The closer to the core of the motivational system the values are, the more directly they cause and guarantee defence processes and expressions of ego.

In terms of sport values, the concept of *olympism* expresses, in the most conclusive manner, the existence and development of such values. Seen as life philosophy, *olympism* promotes the fundamental values of mankind – truth, good, beauty, freedom, happiness and justice transposed in fair-play, physical beauty and the beauty of the movement act, tolerance, success in sport, desire to win, self-improvement, perseverance, responsibility, confidence, behavioural balance, fight against vices of modern society, peace promotion, use of knowledge etc. In the light of their diversity, some values specific to sport activity may be interpreted as belonging to the category of vital, moral, aesthetic, economic, political, legal and even religious values. Nevertheless the categories of sport values, irrespective of them including interest, desire to win, to perform well, may be considered the instruments through which the other ones, recognized as values-purpose, may be expressed. Despite the fact that in case of sport values the interpersonal relations no longer represent a purely disinterested act, they should not manifest themselves beyond the categories of values-purpose.

Bănciulescu V. (1986) presents a picture of the

values which may be promoted through sport and sports competition, insisting on their importance in social life and highlighting the athletes' strength of character, their efforts, restrictions and volitive character. "Sportsmen and sportswomen educated in a healthy moral environment, in line with a code of conduct which originates directly in the life principles and norms, have open paths towards a dignified conduct in society" [1].

In a sociological approach, Neacşu I., Ene M. (1987), arguments the psycho-sociological side of the physical education and sport starting from three main functions: the physical education and sport represent "a conviction which raises the sport to the level of art"; the sport is an education, "possibly of the concrete one, more authentic". It forms characters; the sport "is culture as it outlines profound values in space and in time", a culture, it is true, tributary to another set of governing laws. In the authors' opinion, the sport represents "a sui generis synthesis of cultural, moral, aesthetic, social and educational values" [2]. R. Cited by the same authors in 1987, Guillamain believes that the reciprocal actions of aesthetic and ethic values are defining in this area; the sport is the "decisive expression of morality, bearer of the fundamental values of man, of social groups and of society in the global meaning of the term".

Bâtlan I. (2000) approaches the problems of sport values from an axiological point of view and puts together a classification of these issues compared to moral values and unanimously valid values, as follows:

- sport values versus moral values – human creations – the former emerge in the specific sphere of competitions whereas the latter characterise the natural, ordinary human relations (moral values such as honesty, correctness, dignity etc. which turn into sport fair play);
- sport values versus aesthetic values – the values in the second category come to life and express themselves in large existential environments (these values are active, have a spiritual character, are disinterested, have a unitary purpose and a preponderantly autonomous or heteronomous character), unlike the sport values which are specific to sport school lines of study, of the playful activities, namely agonistic (spiritual – desire to improve; material – physical strength, vitality; they correspond to an interest – the desire to win, to perform well; they are also active; with their help the individual wants to acquire a professional and social statute; therefore, they may be autonomous and heteronomous at the same time).
- specific sport values, fair-play representing a high rank value in the axiology of the sport values [3].

Davis E. and collaborators (1991) refer to the following categories of corporal activity values: a) instrumental values, linked to physical performances – development, health/condition, abilities, dexterity; b) economic, the values useful in everyday life and valid for society – preparation for work, free time, ergonomics, sport and leisure, defence, health; c) humanistic values which are the fundament of the complete development of personality, as well as moral personal success, code of conduct, leading possibilities, availability for action and socialization, at emotional level – social feelings, control and expression, insecurity and collaboration, capacity to make the right decisions; d) quality of life which exceeds normality in terms of awareness and commitment in activity: aesthetic taste, vitality, commitment, competition with one's ego, competition with others, creativity [4].

René Maheu (1977) considers that physical education and sport are social activities tightly related to culture and civilisation, capable to enrich the human patrimony and to contribute to a reasonable development of the body and human sensitivity. This is the reason why he pleads that they are more closely linked to the educative process [5]. In his turn, J. Piaget (1970) pinpoints the role of movement in the development of cognitive human mechanisms with children and refers to the unity of action and intelligence in its operational aspect. He concludes that all cognitive mechanisms rely on motility and the process of knowledge is primarily an action on the object, which implies in its roots a permanently motor dimension represented at the highest levels [6]. Similar opinions are expressed by some authors who study social functions of the physical education and sport. In his analysis of the place taken by physical education and sport activities in relation to contemporary culture and the interrelation between these activities and work, Magnane (1964) highlights their importance in terms of means

to develop culture for adaptation to work and to influence towards an optimal social behaviour, as well as a manner to form the social and sociability instinct [7]. Other authors, i.e. F.W. Cozens, F.S. Strumpf, G.A. Boucher lay emphasis on the role of the physical education and sport in the influence and development of social relations, stating that the "sport influences relations between classes, interests and connections between them and contribute therefore to the development of integration forces which are important to maintain a democratic way of life" [8].

3. Human Personality in Social Context

The evolution of the human society has seen a succession of waves rolling and changing. It needs an answer to the question ""where does the crest of this wave take us?". The human species would be the result of three waves of changes which each influences and destroys previous cultures and civilisations by propulsion of some new ways of life considered unconceivable by our predecessors in their lifetime [9, 10].

Upon birth man is deprived of personality. Man becomes a personality. Upon birth, man is a candidate to acquisition of this attribute. This acquisition occurs in time, under the influence of many factors [11]. The process of personality forming is not uniform and continuous. It is abrupt and disrupted, with qualitative leaps and potential limitations [12]. Although the process of personality structuring and forming is long, complex, multiphasic and plurifactorial and ranges throughout the individual's lifetime, there are some ages when this process is more heightened. The personality is explained through the multitude of its social determinants, interpreted as various statuses and roles which provide behaviour models. Along these lines, Gordon Allport (1991) appreciates that the interpretation of the social role is a point of the intersection between the personality system (an appanage of psychology) and the social system, as favourite area of sociology and anthropology [13].

The social status represents the position held by an individual in one of the social system dimensions, and is expressed by profession, sex, age etc. It defines the social identity, the explicit role, the rights and obligations of the individual whereas the social role designates a model of conduct associated to a social position. In order to exercise a certain social role, all individuals have to have rights and obligations attached to their position. The system of roles and statuses is constituted as social behaviour learning models [14]. On the other hand, the individual becomes a proper personality which meets several criteria (Table 1).

Table 1. Personality achievement criteria [15]

No	Criteria
1.	becomes aware of the world, of the others and himself/herself;
2.	elaborates a proper personal system of representations, conceptions, reasons, goals, attitudes, convictions, in relation to the world and himself/herself;
3.	carries out socially useful and recognized activities;
4.	makes, affirms and arguments grounded valuable judgments;
5.	creates social values, turns from a consumer into a producer of values and performs an activity in line with his/her creative essence;
6.	has a well-outlined moral noble, coherent profile which enables him/her to devote to some ideas and ideals and to militate for turning them into reality;
7.	has formed a control and self-control capacity in harmony with the significance of the situations, with their permissive and restrictive requirements; has a highly emotional life, mastering what he/she believes and does, consciously taking responsibility and accepting consequences of his/her actions;
8.	integrates harmoniously and proves to be useful in society;
9.	is able to draw attention to himself/herself and get recognition of the others;
10.	may be taken as model in forming other personalities.

Conceived as a system of interactions and progress, all interpersonal relations imply an alternation between the phases of the relative balance and the phases of the improvement balance. Going from one level of balance to the other implies a permanent adaptation, attained through an effort of accepting requirements of this evolution, new attitudes, ideas or feelings of the other. In the self-adjusting process, there emerge three psychological factors which bring about complementary effects,

such as:

- the first factor, of *to-have* nature, is *self-confidence* which relies on proper competence and positive past experiences of the person;
- the second factor, of *to-be* nature, is *self-esteem*, associated with the *self-image* and closely linked to respect for the fundamental social values;
- the third factor is of *social* nature and is external to the person as it belongs to the others. This is about his/her appreciation in the meaning of valuable judgment and refers to the interaction between person A and person B, the interpersonal behaviour. The interpersonal relation creates meaning and its functioning is briefly represented in diagram 2.

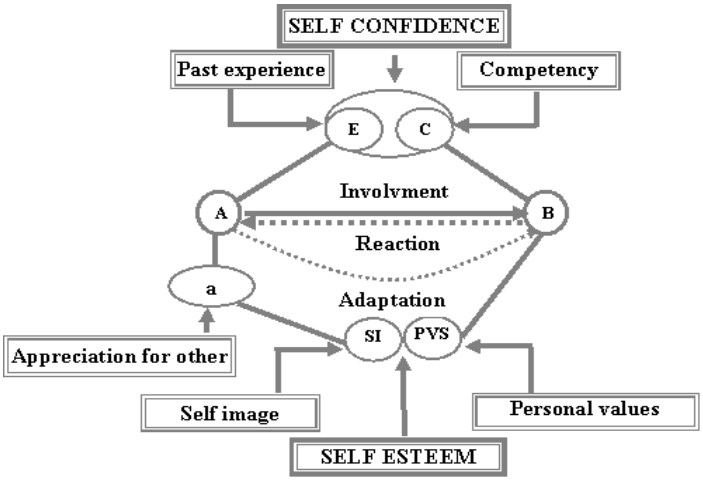

Diagram 2. Adapted from R. Chappuis, 1986, pp. 55 [16]

4. The Sport - socialisation environment

Socialization is the process by which individuals learn skills, attitudes, values and behaviours which make them able to participate as members of the society in which they live. This process is complex and takes a lifetime, which facilitates the transition from one role to the other throughout it.

The sport is deemed to be an environment which contributes to the individuals' socialization process, similar to family, colleagues and friends, school, communities and mass-media. The advantage of the sport is represented by capitalization of the role played by the body and mind. Socialization occurs through movement and the effect of this movement on the development of the personality of the one hand and the nature of the social relations provided by the diversity of the sport branches of the other hand. Thus the sport confers the individual the possibility to assume roles, to understand the necessity of complying with various norms to which he/she should willingly subject, to develop the self-esteem and the identity of his/her ego and to bond with the others. Additionally, one thinks that the cultural values, attitudes and individual and social behaviours learned through physical education are transferred to other spheres of life [17, 18].

Patriksson G. (1995) speaks about sport in terms of a social model establishing contacts, as an institutional reality with social features typical of a modern society, which intertwines with other institutions of this society and thus influences most of its members. This bespeaks the ampleness and the significance of the phenomenon to which we refer in the socialization process, process which widely represents an endeavour by which the members of a society become active participants inside it, throughout their lives. The popularization of the sport as means of the individual's formation, particularly among children and young people, emphasizes the substantiation of the goal, its contents of many norms and values specific to a certain society. Therefore, sport specifically contributes to spatial and temporal propagation of these values without excluding, evidently, the development of skills, knowledge, norms and values typical of this area [19].

The phenomenon to which we refer in this study has seen, in its long evolution, a continuous development, although, in some stages of society development, the manner of understanding its effects on the body has not surfaced pointedly, as a theoretic and practical

ensemble. The physical exercise has however spread and we find it in various areas of manifestations of human activities. For instance, it exists in medical recovery, in institutionalized forming of children and teenagers, as a means of military training, not to mention its permanent use in sport training, in sport competitions, in leisure activities a.s.o. This wide conceptualization has led in the same stages of human society development, to new landmarks in understanding the phenomenon of physical exercise practice and has spread in most human and profound human activities, up to the ones which most of us know today as a starting point in the social, economic and technological development. As a specific form of man's action in general, the physical exercise goes beyond a starting point, it designates a social process, a concrete reality in the process of becoming, marked by the evolution of each social and economic formation [20].

The man's aspirations and longings towards a model of behaviour and action has determined keeping in the sphere of human values the ones which have proven priceless and durable in all areas, with a view to social integration under all aspects – physical, intellectual, moral, aesthetical, where the sport activity forms part of such aspects. It is actually known that every society projects a certain type of personality, as expression of the integrality of the social relation existing at a specific and well determined historic moment. As one may conclude, sport activities, conceived as a *sine qua-non* condition of the individual's formation, always developed by practice and theory throughout society development, are nowadays considered as integrants of permanent education. In this context, considered even global, it is necessary that the modern individual becomes the *sports man* permanently concerned with quality and performance, as a result of the desiderata on his/her physical development at all moments of his/her activities, for personal hygiene and implicitly on increasing his/her life expectancy.

In Epuran M.'s opinion (2005), the functions of the body activity (Tab.2) and all relating aspects are fully compliant with the ideal of the *modern man*'s development and formation, the integrating psychological and social aspects harmonising with the ones regarding provision and development of health, of psychological and motility development, of conveying values and traditions, improvement of social performance in order to reach a superior level of life quality [21, 22]. By the sphere of influence and behaviour targeted, the functions above are in line with objectives on structural development of the body, some at motility level, others at psychological and motility level, cognitive, or objectives at motivational and emotional and volitive level.

In a document published in 1992, the International Society of Sport Psychology tackles from a psychological point of view the beneficial effects produced by physical activity throughout times of growth and development of the individual by fruition of the unity between body and mind, which means favouring formation of personality. These effects are highlighted by positive transformations in terms of forming and improving self-esteem, development of thinking, positive approach of situations, elimination of stress and anxiety, increase of confidence in own power, self-appreciation, reduction of energy consumption and implicitly increase of performance, positive emotions and feelings a.s.o. [23]

The importance of movement, of playing, in relation to learning to socially cohabit as a child, is incontestable, all its forms give the children the possibility to accept various social roles and to learn important functions in a large social context. Cited by Sage G.H. (1986), Mead G.H. (1934) asserts that playing may be considered a powerful factor with a supporting role in the child's socialization throughout evolution in his/her life towards maturity, aspect which may undoubtedly be seen in real life. The child "*takes over and plays roles existing both in the immediate world and in the large social world, and, while embodying such roles, he or she learns to come out of himself or herself, and to therefore develop a reflection of his or her own as a social object different from the others and yet connected to them (...)* along with other factors, playing represents the form, the method and the means necessary "*to socially adapt during childhood and serves as a basis for the adult's manifestation inside society"* [18].

Table 2. Functions of education and sport – acc. to Dragnea A. and collab., 2000, p. 123 [22]

No	Sphere of Influence	Functions of Physical Education	Functions of Sport
1.	biological and sanogenetic	function to optimise the biological potential and the potential of improving health;	function to maximize the biological potential, in line with requirements of sport branch and to reduce the effects of unilateral or excessive effort;
2.	capacity of movement	function to develop psychological and motility capacity;	function to develop performance capacity
3.	psychosocial	function to develop intellectual, moral, volitive quality; socialization function;	function to outline (improve) the mental profile of a test, sport branch; agonistic function; function of excellence;
4.	cultural	function to convey spiritual and material values, function to reflect physical activities as cultural acts; function to develop aesthetical qualities (body and movement);	function to convey traditions, rituals, moral values (fair-play); function to capitalise result of science in this area; function of show of sport branches; function of symbol of the sport Olympic ideal;
5.	economic and leisure	function to improve professional and school performance; function to spend free time in an organized pleasant manner; function to support professional integration;	Functions relating to the following aspects: investments, creation of jobs, development of a sport industry;

Compared to the childhood age, when the socialization process through sport is conducted rather automatically and sometimes instinctively, through playing, and the teenage time under the impulse of the desire to stand out and impress the people of the same age, the adults' interest in the physical activity is more complex and various; the distinction is now made between the professional sport activity and the leisure sport activity, specific to ordinary people. In harmony with such approach, one thinks that even the results are much more various, they target the respect to oneself, the body concept and the image, self-control, self-evaluation, discipline, responsibility, a better physical training, better communication and relations with other people, professional success, better free time management, abandonment of some habits, all these being reflected in a higher quality of life.

With regards to issues involving elderly, the discussion may be adapted in two directions: the first refers to elimination of the quality of vital functions and increase of exposure to becoming sick whereas the second relates to change in the social status – retirement, sometimes very difficult to accept and which may trigger various dysfunctions, from partial isolation to depression, anxiety, abuse of alcohol and medication etc. The sport activity may have an important role and contribute to slowing down functional degradation of the body in favour to an optimal health, to keeping the concept of oneself and self-awareness, may positively and directly influence the social contacts of the elderly people, increasing their high spirits and decreasing their depressive condition, etc. In addition, sport represents an important environment of the socialization process which aims people with special needs and supports social integration of different categories of delinquents.

Attitudes are most times the consequence of one person's manifestation to another, manifestation which may be emotionally appreciated. In case of performance athletes, as a result of their autonomously conducted training, one may speak of a reduced negative attitude and an increased positive attitude in relation to their coach, manager, other athletes, public etc. By analogy, one may consider that the people who practice sport regularly, in an organized or disorganized manner, have the possibility to change their negative behaviour in favour of the positive behaviour, namely to become self-confident and to easily, independently detach from certain adverse pressures coming from other people, be such pressures real or imaginary.

Relying on the tradition manifested in the research of the sport socialization, Patriksson G. (1995) affirms that one may make the difference between *socialization through sport* and *socialization through* or *supported by sport.* The distinction emerges upon analysis of *the socialization support by sport*, because

the usefulness of practising a sport is usually pinpointed in terms of the effects on the other areas of life – the degree of transferability of attitudes, skills, rules and norms learned in sport to other domains of activity. *Socialization in sport*, as asserted by the author cited, refers to what is acquired in sport by each person who practises sport, without targeting precisely the usefulness beyond its area. Due to the analytical characteristics, such differentiations are not accessible at any time, socialization is characterized in reality by a permanent dynamism, in the sense that the feelings, experiences, skills and habits assimilated in a specific time of one's life tend to influence what will happen later, in a new stage. Consequently, the anticipative socialization in family, in playing groups and groups of friends, may confer a partial answer on the causes determining certain children to start practising a sport branch, while others do not, and similarly on why there are differences between active and non-active people in relation to practising a sport [19].

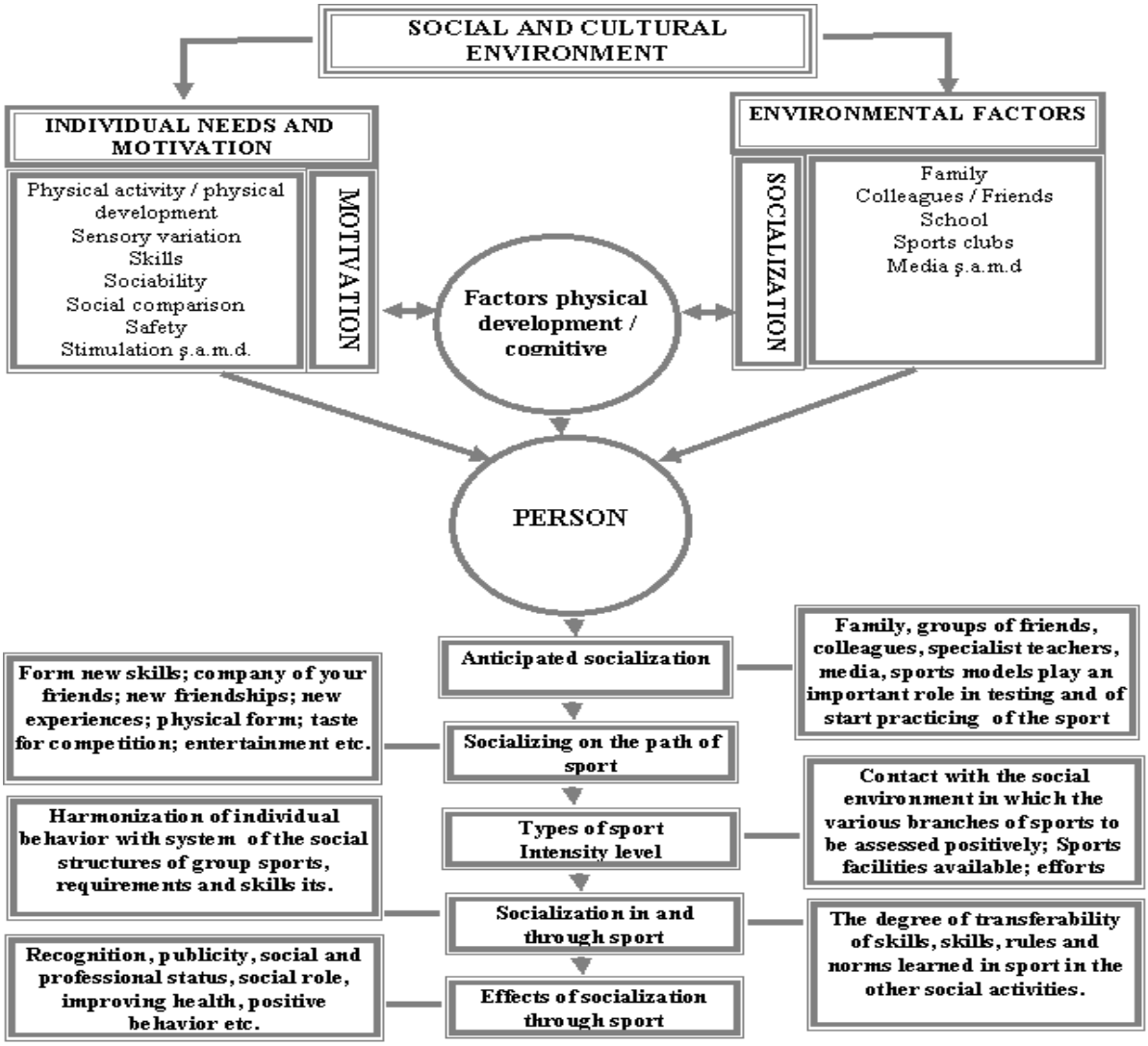

Diagram 3. Schematic model of the socialization process through sport by Patriksson G., 1995 [19], improved by us

The existence of the human being is primarily corporal and it is a component of a society with the same characteristics, affected by its experiences, values and norms of the culture to which it belongs. This is the explanation for the multitude of ideas which seek to render the body meaningful, from one society to another. The body has nowadays ceased to be

perceived as a normal fact of life, a biological entity. It represents now what we must *model* instead of simply accepting. The appearance, form and dimensions of the body are open to most various reconstructions, depending on what every person desires in line with the cultural requirements of the time and the place.

The sociological researches focused on the human body comprise today an inventory of fundamental themes which consider among others: the manner in which it was represented; social and physical space it occupies; forms under which it expresses itself; manner in which it is socially integrated; restricting methods; effects of social changes; sexuality and own experiences. Reading literature takes us to the definition of a fundamental concept, i.e. body image – "the representation which the subject makes about his or her body, the manner in which the body appears to the subject, more or less consciously, in a social and cultural context particularized by personal history" [24]. From this point of view, one may see that at present many individuals of both sexes, who belong to societies considered developed, are dissatisfied with their physical appearance, especially the dimensions and the shape of their body. Therefore, the women are the ones who stand out as they are more interested in changing their physical appearance. Most times, women try to achieve this objective through diets or extreme methods of weight control, including starvation, voluntary elimination of ingested food, abuse of laxatives and diuretics or extreme physical exercises which sometimes lead to nutrition dysfunctions recorded much more often in case of women than of men. Therefore, it is useful to situate the body image issues as well as the nutrition issues, depending on their gravity, on a continuum. The desideratum is to find a good body image and self-esteem at one end of this continuum and an inventory of the nutrition diseases at the other end.

The development of a body image in different manners has determined increased interest to detect the factors which contribute to their formation and which continue with appropriate body modelling. Some of these factors are judgments and comments from the other people, sexual and racial harassment, stigmatization, *gender* stereotypes and socialization, social and cultural values which are predominant yet not permissive, physical changes during puberty, menopause, pregnancy, violence, certain life and work conditions, diseases and disabilities a.s.o. Among these factors, one must remember the social and cultural factors relating to the body image, namely the cultural pressure to relate to the ideal of socially-accepted physical beauty; sex and socialization stereotypes; exposure to messages conveyed by mass-media.

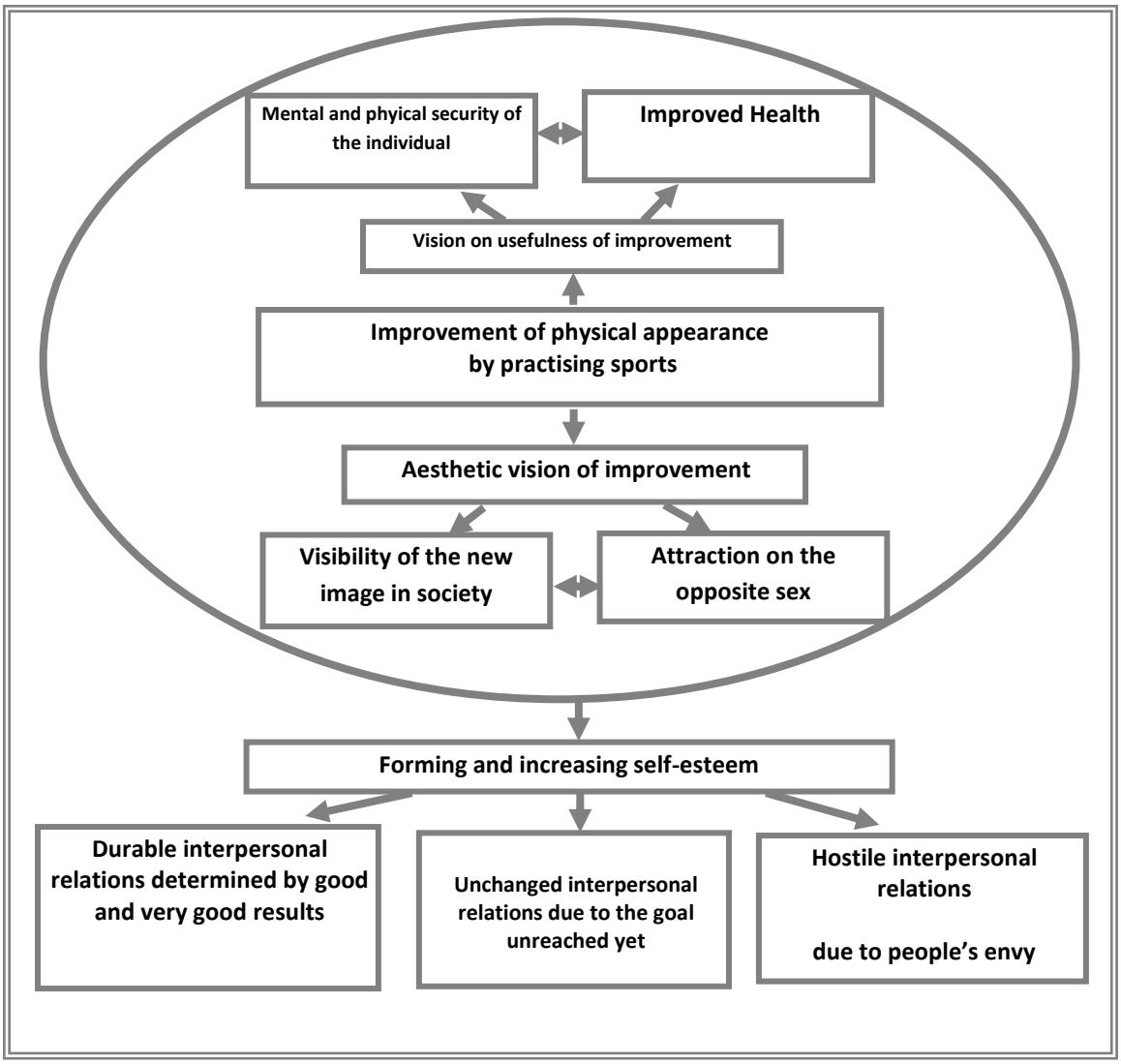

Diagram 4 Vision on improvement of physical appearance through sport [25]

4. Conclusions

Benefiting of a well structured network in contemporary civil society, the sport confirms its social importance, which is also obvious if we look at the increasingly number of people who practice sport, the public support and the economic impact manifested. Component of the educational endeavour, the sport promotes both respect for moral values, through the concept of *Olympism*, and essential values of life in collectivity, favouring social integration through assimilation of such values by the members of whichever human community. Through its current dimension, the sport offers the man a unique opportunity to meet and socialize with the other people, to achieve different roles, to assimilate some social habits, such as tolerance, respect for others, compliance with legislation, self-education, self-assessment etc., to agree in relation to the behaviour connected to a specific type of activity which influences personality development.

Additionally, the sport activity involves and ensures new experiences, less encountered in other domains of activity, acceptance of a new life style which includes, among others, a rational nourishment, controlled movement and breaks, to the detriment of the sedentarism and obesity, working in a team and consolidating the patriotic feeling, as a consequence of the performances achieved by athletes who have the same citizenship or nationality as us, irrespective of the geographic space where they live.

Although we have the tendency to consider that the main goal of sport practice is promotion of a free association of individuals in order to establish new social contacts, communication and understanding between them are not sufficient as they represent only means to achieve socialization and not direct effects. This is the reason why monitoring and management of sport activities are extremely

important, especially among the young people, socialization in and through sport means to highlight the moral qualities and not to promote harmful temptations and habits specific to modern life.

The behaviour, the skills and rules learned through practice of physical exercises may be transferred and adapted to all and any social domains, irrespective of their specificity. Sport activities fructify formation and development of personality, improvement of health ratios and increase of life quality, effects of such activities being obvious in time, in the direction of forming and improving self-esteem, elimination of stress, anxiety, increase of confidence in own forces, self-appreciation, reduction of energy consumption and implicitly, increase of performance, of positive emotions and feelings a.s.o.

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